



OVERVIEW

SOMERSET

BRIDGEWATER-RARITAN REG

GRADE SPAN 05-06

HILLSIDE INTERMEDIATE SCHOOL

844 BROWN ROAD

BRIDGEWATER, NJ 08807-1239

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

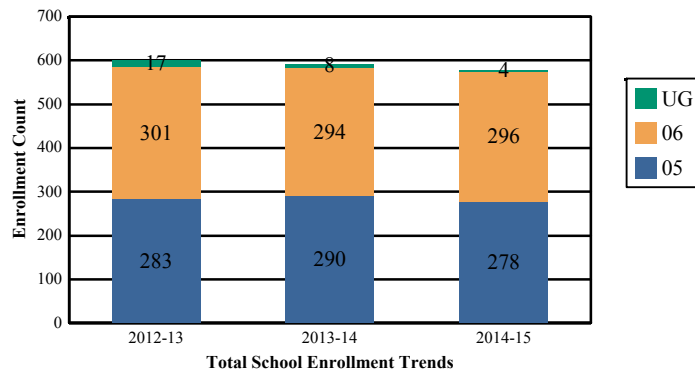
## DEMOGRAPHIC INFORMATION

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BRIDGEWATER-RARITAN REG

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

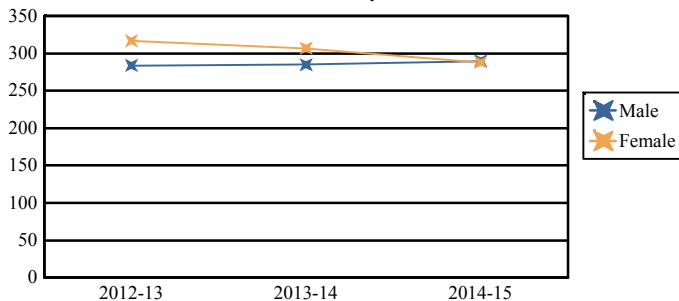


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	601
2013-14	592
2014-15	578

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

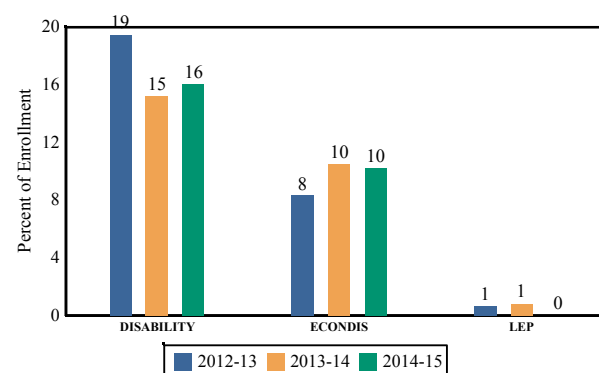


	Male	Female
2012-13	284	317
2013-14	285	307
2014-15	290	288

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### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

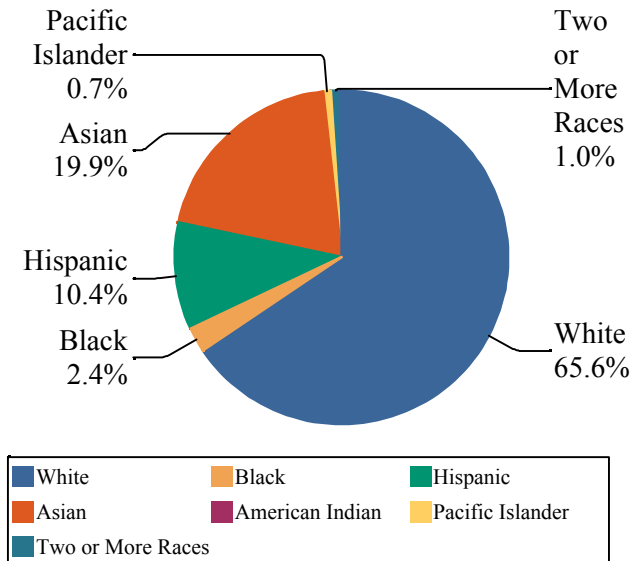


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	93	16%
Economically Disadvantaged Students	59	10.2%
English Language Learners	0	0.0%

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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.8%
Spanish	6.0%
Chinese	1.9%
Hindi	1.1%
Tamil	0.9%
Gujarati	0.7%
Other	4.7%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	71%	88	83
Math Met or Exceeded Expectation	55%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	523	71%	95%	97%	YES
White	353	71.7%	95%	97%	YES
African American	-	-	--	--	--
Hispanic	52	50%	95%	98.2%	YES
American Indian	-	-	--	--	--
Asian	102	81.4%	95%	96.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	79	25.3%	95%	93.4%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	53	45.3%	95%	96.5%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	525	55.2%	95%	96.7%	YES
White	353	53.2%	95%	97%	YES
African American	-	-	--	--	--
Hispanic	54	16.7%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	101	83.2%	95%	94.2%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	79	22.8%	95%	93.4%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	52	21.2%	95%	94.7%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	249	762	751	2%	10%	22%	53%	12%	65%	53%
White	170	761	757	2%	8%	24%	58%	9%	66%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	30	744	737	7%	27%	20%	47%	0%	47%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	45	780	771	2%	7%	18%	40%	33%	73%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	46	736	723	9%	26%	35%	26%	4%	30%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	740	734	7%	24%	28%	41%	0%	41%	31%

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	274	770	749	1%	6%	17%	52%	24%	76%	50%
White	183	768	755	1%	7%	16%	58%	18%	77%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	22	758	736	5%	5%	36%	36%	18%	55%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	57	788	770	0%	2%	11%	39%	49%	88%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	33	730	718	9%	36%	36%	18%	0%	18%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	24	746	733	8%	25%	17%	38%	13%	50%	30%

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	249	753	744	0%	16%	35%	35%	13%	49%	42%
White	170	751	749	0%	16%	36%	39%	9%	48%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	30	735	733	3%	30%	53%	13%	0%	13%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	44	776	768	0%	7%	23%	34%	36%	70%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	46	735	724	2%	41%	33%	17%	7%	24%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	738	731	0%	25%	57%	18%	0%	18%	23%



PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	759	743	1%	12%	25%	47%	14%	61%	42%
White	183	756	749	1%	9%	32%	48%	10%	58%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	24	735	731	4%	42%	33%	8%	13%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	57	781	768	0%	4%	4%	61%	32%	93%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	33	728	718	12%	42%	24%	15%	6%	21%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	24	729	729	13%	25%	38%	25%	0%	25%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**COLLEGE AND CAREER READINESS**

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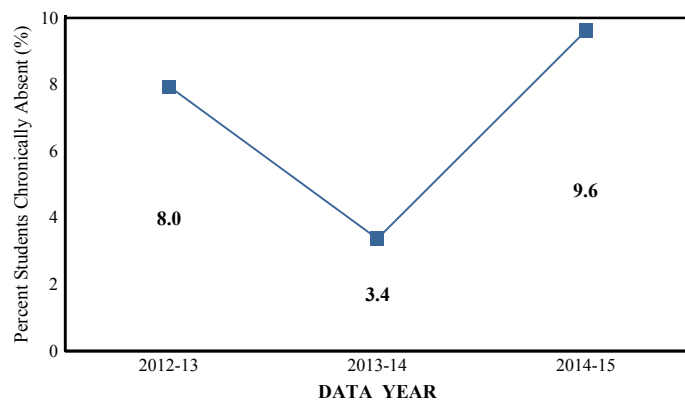
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

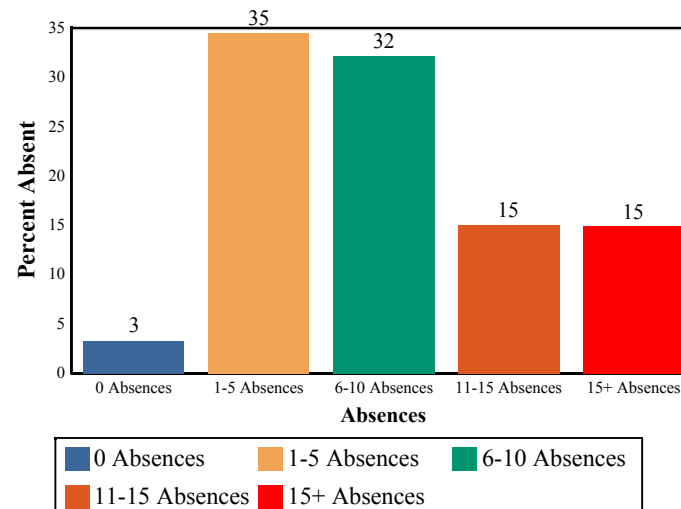


**Chronic Absenteeism for 2014-15**

**9.63%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	71	67	35	YES
Student Growth on Math	61	71	76	35	YES
		71	72		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	2%	0%
Approached	10%	7%	3%
Met	13%	20%	21%
Exceeded	1%	4%	13%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	6%	6%	1%
Approached	8%	13%	11%
Met	7%	13%	22%
Exceeded	0%	2%	12%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	782	773
50th	761	751
25th	738	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	772	763
50th	749	743
25th	734	723
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 06

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	789	770
50th	770	749
25th	750	726
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

#### Grade Level - 06

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	781	763
50th	759	742
25th	736	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	42

## SCHOOL CLIMATE

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State of New Jersey

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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 25 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.2%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	289

**SCHOOL PEER GROUP**

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>PAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%



**SCHOOL PEER GROUP**

**SOMERSET**

**BRIDGEWATER-RARITAN REG**

**HILLSIDE INTERMEDIATE SCHOOL**

**844 BROWN ROAD**

**BRIDGEWATER, NJ 08807-1239**

**GRADE SPAN 05-06**

MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%
MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%